

## **Special Measures Monitoring Visit Holy Family Catholic Primary School 7 February 2019**

This was the third monitoring visit undertaken by the Local Authority since the school became subject to special measures in November 2016.

### **Evidence**

Discussions were held throughout the day, starting with the executive headteacher. Further meetings were held with the deputy headteacher, other leaders in school including, SENCO, EYFS leader, subject leaders for English, mathematics, science, art, history and geography. Additionally, discussions took place with pupils from years five and six, and with representatives of the governing body.

Visits were made to all classrooms to observe teaching, look at pupils' work and to speak with them about their school experience.

A useful file of information was provided by the executive headteacher on the day. This was in addition to documentation received in advance of the visit. (See Annexe) Feedback was given to the executive headteacher, deputy headteacher and representatives of the governing body.

### **Context**

Ofsted undertook a special measures monitoring inspection in December 2017.

Since that time, there has been no further Ofsted activity. A new deputy headteacher was appointed to the school in May 2018.

From September some teachers were moved to different classes.

The current chair of governors, appointed by the Archdiocese, is a National Leader of Governance, (NLG) who has brought a wealth of experience and expertise to the role. The governing body has been strengthened and has a range of appropriate skills which it uses to discharge its duties effectively. Governors are aware of the need for succession planning within the governing body.

There has been a cultural change within the school community which has led to a strengthening of relationships and an ethos of teamwork.

### **Quality of Education**

- Senior leaders state that teaching is good. Visits to classrooms to observe pupils' learning, the work in their books and the level of engagement in learning activities support this judgement.

- Strong features of effective teaching seen in lessons include, interesting content, challenging pace, high expectations, activities planned on prior learning, total engagement in lessons and effective use of rewards.
- Enthusiasm and a love for learning were features observed in lessons across the school.
- Positive attitudes to learning were evident in the classes observed.
- Teaching of phonics is a strength. Good practice in this area is shared across year groups to improve consistency. Phonics teaching is linked with handwriting and reading skills.
- A small amount of teaching is less than good, but senior leaders are acutely aware of this and effective support is in place to address this inconsistency. On one occasion, the speed of delivery denied pupils sufficient time to discuss their work with their peers, but this is not representative across the school.
- Pupils are challenged well and use of time is maximised. In a mathematics activity they worked excitedly drawing on previous learning, converting fractions into decimals. One pupil remarked that, 'what we have learned before helps us in our lessons'.
- Senior leaders monitor pupils' progress through termly meetings with the teaching staff which are also attended by the SENCO. Pupils are supported so that they do not, 'lag behind.' Bespoke interventions are in place to address this issue.
- Teachers support their pupils very well in lessons and use questioning to good effect to extend pupils' knowledge and thinking. Feedback is clear and helps pupils to understand the next steps in their learning. Pupils' workbooks are well presented
- Key Stage 2 progress for reading and writing in 2018 was average and mathematics was below average. Attainment at the expected standard for reading, writing and mathematics combined was below national figures by 16 percentage points. No pupils attained the higher standard for this combined measure. However, in-school information for all cohorts shows high expectations and an improving picture. If the current Year 6 cohort attains its predicted attainment for the combined measure at the expected standard, this will reflect a significant improvement and be above the 2018 national figure of 64%. There are also predictions for attainment at the higher standard for each subject that if met, will be above national figures.
- Aspirational targets are set and regularly reviewed for all cohorts, including pupils deemed to be disadvantaged.
- Leadership and provision in EYFS is strong. The effective team has a fresh outlook and is mutually supportive. Effective links are being built with St. Benedict's Catholic Primary School.
- Routines are in place and embedded. In continuous provision, every opportunity is used to engage children in their learning through play. Everyone is acutely aware of the safeguarding guidance and procedures.

- Senior leaders know their cohorts and groups and can explain variations in pupils achievement within the context of the school. They are aware of the performance gaps between disadvantaged and other pupils in school, which are cohort specific. Nevertheless, because of the focus on quality first teaching and effective interventions, these pupils do not lose out.
- Senior leaders are aware of the need to improve progress, especially in mathematics, to become average and better.
- The curriculum embraces the principles of intent, implementation and impact. There is also support within it to address issues such as safeguarding and healthy lifestyles.
- A number of clubs exist in school and uptake is high, especially those participating in the homework and the reading club.

### **Behaviour and attitudes**

- The pupils are eloquent ambassadors for their school.
- Changes to the routine in the mornings allows pupils to start straight away, affording them extra time to concentrate on learning. The pupils speak positively about the time gained through this initiative.
- Behaviour seen both in classes and around school is good. Pupils are attentive and hungry to learn. Some low-level disruption in a small group was observed when pupils called out inappropriately and did not take turns.
- Pupils have moved from being passive to active learners who are encouraged to take risks with their work.
- Attendance has been transformed, being very close to national figures and punctuality is now not an issue. This is a significant achievement. The appointment of a pastoral manager has had a positive impact in this area.

### **Personal development**

- The role of the pastoral manager increases the capacity for improved parental relationships with school.
- The welfare of pupils is at the heart of the school. Safeguarding is embedded in the culture of the whole community; pupils state that they feel safe and are taught how to keep safe from a number of risks for example, social media and e-safety.
- Pupils speak confidently that all issues of bullying will be dealt with immediately and effectively.
- They are able to reflect deeply for example, Year 6 pupils commented about the EYFS experience they received at Holy Family Catholic Primary School compared to what is enjoyed by the children currently in nursery and reception.

- Following a review of rewards and incentives, the timetable has been adjusted to promote skills that will build capacity for learning for example, resilience.

### **The effectiveness of Leadership and management**

- Since the previous local authority monitoring visit the executive headteacher has continued to drive the school forward at a swift pace. Systems have been strengthened and implemented and she has created a climate of high expectations and excellence. The executive headteacher is committed to all members of the school community and is passionate in her approach.
- Senior leaders communicate their ambitions for all pupils effectively and they are known and understood by all staff.
- The recent reorganisation within the school and the appointment of new staff has had a positive impact on the quality of teaching. Staff morale is very high and the sense of teamwork is palpable.
- The appointment of the new deputy headteacher has helped to motivate the staff by being a strong role model and providing examples of good practice in teaching.
- The executive headteacher and deputy headteacher work closely as a team sharing and communicating the school vision effectively.
- The recently implemented tracking system is providing useful information that enables senior leaders to monitor the performance of all pupil cohorts and groups effectively.
- Governors are well informed and up to date with their knowledge of the workings of the school. They are fully supportive of senior leaders and hold them to account robustly. Governors have been included in the recent visioning day, which has led to the school having an agreed, shared mission statement.
- Clearly targeted professional development has been welcomed by all staff who are putting their newly developed skills into practice across the school. This is having an impact on progress and attainment.
- Policies appear to be consistently applied for example, safeguarding and marking. Senior leaders check periodically that they are being followed.

Maureen Coleman  
Bernard Dorgan

### **Circulation**

Executive headteacher - Janice Taberner  
Chair of Governors - Anthony Hegarty



Lisa Morgan - Enhanced Service Manager Standards and Learning  
Cath Pealing - Interim Assistant Director Children's Services - Education

## Annexe

### **Special Measures Monitoring Visit Holy Family Catholic Primary School 7 February 2019**

Could you please make available the following information on the day?

- Class time tables and any variations for the day
- Reports of any external support provided, for example, through the local consortium, Archdiocese
- ASP and any analysis
- IDSR
- Analysis of current performance data
- Performance data for disadvantaged pupils and any analysis
- Strategy for pupil premium
- CPD records
- Current attendance data for all pupil groups
- Curriculum documentation
- Summary and analysis of incidents of prejudiced behaviour, for example, bullying

Could you please arrange the following?

- A meeting with middle leaders: possibly lunchtime
- A meeting with pupils from Year 5 and 6, no more than six in total: possibly lunchtime
- A discussion with representatives of those responsible for governance: possibly lunchtime

It is intended to visit all classes in the course of the day. These will be arranged on the day.

Approximate timings:

- 08:15 arrive
- 08:30 meeting with HT
- 10:00 visits to classes/work scrutiny
- 12:00 meeting with middle leaders
- 12:30 lunch
- 13:00 meeting with pupils and those responsible for governance
- 13:30 visits to classes/work scrutiny
- 14:30 reflection
- 16:00 brief feedback